

## **ACTIVITY # 9**

### **Sample Multi-Tiered Partnering Job Descriptions**

#### **Principal**

- ✓ Communicate Rtl tiered partnering philosophy and processes to staff and families
- ✓ Provide permission to shift staff practices, responsibilities and time
- ✓ Support teacher and family needs for training and encouragement
- ✓ Supervise Rtl partnering
- ✓ Include partnering “on the agenda”
- ✓ Include partnering in all policies and publications
- ✓ Invite community resources to partner

#### **Classroom Teachers**

- ✓ Engage in two-way communication and relationship building with all families
- ✓ Work together with families to mutually support a struggling student in the universal tier
- ✓ Team in the Rtl problem-solving process when a student is struggling
- ✓ Tell students that home and school are partners
- ✓ Share class rules and homework expectations with students and families
- ✓ Encourage learning at home and school every day

#### **Educational Specialists**

##### **(Gifted Educators, Special Educators, Interventionists)**

- ✓ Same as for classroom teachers
- ✓ Explain specific role and expertise to families and community team members
- ✓ Apply specific skills to teaming process

#### **School Mental Health Professionals**

##### **(School Psychologists, Social Workers, Counselors)**

- ✓ Serve as collaborative consultant/liaison for partnering in Rtl problem-solving process
- ✓ Support school-wide universal, targeted and intensive partnering processes
- ✓ Link families with community resources
- ✓ Provide conflict resolution skills when needed
- ✓ Team with language and cultural liaisons
- ✓ Apply specific skills to teaming process

**“Front Line” Staff (Clerical, Custodial, and Cafeteria)**

- ✓ “Meet and greet” all families when in building
- ✓ Welcome family volunteers
- ✓ Provide expertise in ensuring all families have access to needed services

**Families**

- ✓ Share in ongoing two-way home-school communication and relationships
- ✓ Work together with teachers to support a struggling student
- ✓ Team in Rtl with school and community when a student is struggling; do this by sharing information and helping plan, implement, and monitor coordinated interventions
- ✓ Tell student that home and school are partnering
- ✓ Support learning at home by (1) communicating about school with frequent and systematic discussions about school, encouragement regarding schoolwork, and providing resources) and (2) supervising homework, TV viewing, and after school activities and (3) implementing or monitoring any planned specific interventions
- ✓ Ask school for help and support when needed

**Students**

- ✓ Know the school values home-school partnering
- ✓ Share with home about school and school about home, including completing home and class learning assignments
- ✓ Know and advocate for own learning needs at home and school
- ✓ Participate on own planning team if appropriate

**Parent-Teacher Organization**

- ✓ Reach out to all families
- ✓ Support tiered partnering practices
- ✓ Provide family expertise and “parent-to-parent” support
- ✓ Provide family education opportunities
- ✓ Create a “family center” in the school

**Community Resources**

- ✓ Know about Rtl and partnering components in the school
- ✓ Support schools and families in communicating and collaborating
- ✓ Help plan implement, and monitor specific student interventions when appropriate
- ✓ Support school success as a research-based resiliency factor